STUDENT LEARNING ASSESSMENT MODEL

2010-2011

Student Learning Assessment Model

Student Learning Assessment Committee

2010-2011

Original 1/97
Revised 10/97
Revised 11/98
Revised 11/99
Revised 11/00
Revised 10/01
Revised 10/02
Revised 10/03
Revised 09/04
Revised 09/05
Revised 11/06
Revised 11/07
Revised 12/08
Revised 11/09
Revised 10/10

TABLE OF CONTENTS

EXECUTIVE SUMMARY

INSTITUTIONAL PROFILE

Mesalands Community College was established as Tucumcari Area Vocational School (TAVS) under the Area Vocational School Act of New Mexico during the thirty-third Legislative Session of the State of New Mexico. In January 1979, an act of the Legislature authorized the establishment of an area vocational school in Tucumcari (Statutory Authority: Sections 21-17-1 through 21-17-17 NMSA 1978). The school was authorized to offer programs of vocational education leading to certificates and diplomas.

In November 1993, the institution was authorized by the New Mexico Commission on Higher Education to offer Associate of Applied Science degrees in Business Administration and Computer Information Systems.

In June 1994, the Commission on Higher Education authorized the College to offer the Associate of Applied Science degree for each of its technical/vocational programs. The degree programs were implemented in the fall semester of 1994.

In 1994, the Board of Trustees authorized Tucumcari Area Vocational School to begin doing business as Mesa Technical College in order to more accurately represent the institution to its varied constituents as a small community college.

In the fall semester of 1995, Mesa Technical College implemented a pre-collegiate studies program and expanded its course offerings in general education. In the spring semester 1996, the College began expanding its offerings via distance learning, including the Electronic Distance Education Network (EDEN), a cooperative effort of the universities of New Mexico, PBS and the Internet.

Also during spring semester 1996 the College developed programs in paleontology and geology. Mesalands Dinosaur Museum and Natural Science Laboratories were planned, based on a partnership that developed between the College and the community in recognizing, owning and promoting this region's rich heritage as one of the premier deposits of fossilized ancient life. The community continues to donate considerable time, energy and resources to the Museum for cataloging specimens and providing sites for further exploration. An outgrowth of planning for separate funding of the Museum resulted in the establishment of Mesa Technical College Foundation, Inc., for charitable, scientific, and educational purposes.

On July 1, 1996, Mesa Technical College came under the direction of a new president, Dr. Phillip Barry, who instituted a concerted effort in strategic planning – a prerequisite to addressing institutional challenges and implementing effective change. The College's new direction has manifested itself in significant changes, including the implementation of student learning assessment, institutional effectiveness, and curriculum development. The institution's mission and goals were reviewed and revised, appropriate to the new effort toward community college status.

The President also launched an intensive effort to earn accreditation from The Commission on Institutes of Higher Education of the North Central Association (NCA) of Colleges and Schools. Administration, faculty and staff set forth on a fast track to compress the two-year process normally needed to earn a site visit from NCA into a period of less than a year. In August 1997, these efforts were rewarded when NCA granted Mesa Technical College candidacy for accreditation. In August of 1999, Mesa was granted the status of initial accreditation by NCA, at which time the state allowed the College to begin offering the Associate of Arts degree. In September 2004, the College was granted 10 years of accreditation.

In the fall of 1998, the College launched a new inter-collegiate rodeo program in response to the desires of its students and the locale in which the College is situated. The success of this program led to the establishment of a livestock judging team in 2001.

With the College continuing to grow and mature, the College's name was changed to more adequately reflect its mission. On September 11, 2001, the Board of Trustees renamed the institution Mesalands Community College.

Mesalands Community College offers, as of September 2009, the Associate of Arts Degree with options in Business Administration, Education, Fine Arts/Bronze, Human Services, Liberal Arts, Natural Sciences, Physical Science and Pre-medical Arts. Also offered is the Associate of Applied Science Degree in Agri-Business, Animal Science, Automotive Technology, Business Administration, Business Office Technology, Computer Science, Diesel Technology, Farrier Science, Wind Energy Technology, and Public Administration. Several of these degree programs have options and many of the programs offer certificates.

The College has a broad range of academic and technical programs including four distinctive ones, Farrier Science, Fine Arts/Bronze, Natural Sciences, and the newest, Wind Energy Technology, that have attracted students from several states as well as foreign countries (i.e., Australia, Canada, Germany, and Israel).

During the fall 2009 semester, Mesalands Community College saw a student enrollment of 991 (592 FTE), with a student population of 48% female, and an

ethnic representation of 35% Hispanic, 3% Native American and, 2% African American. Mesalands is the only college within a 90 mile radius, providing opportunity for upward mobility through higher education to an area population of which only 1.8% currently hold an Associate's degree and 5.8% hold a Bachelor's degree or higher. Mesalands Community College, located in Tucumcari, New Mexico, is a small, public, two-year, rural community college serving approximately 6,000 residents, 51% of whom are of Hispanic origin.

MISSION STATEMENT

Mesalands Community College is an institution of higher education that ***promotes student learning*** *through quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.*

GOALS

The Goals of Mesalands Community College are to provide:

- ***An environment where learning is appreciated, encouraged, and assessed.***
- *Academic and technical programs for qualified individuals to enhance their lifelong educational opportunities with an emphasis in a general core base of knowledge.*
- *Accessible, multifaceted services to qualified participants*
- *Opportunities to develop leadership skills and achieve personal growth by valuing academic and social responsibility.*
- *Quality community service programs responding to the diverse needs of the region.*

FOUNDATIONS AND EVOLUTION OF ASSESSMENT INITIATIVE

INTRODUCTION

As explicitly stated in its Mission and its first goal, Mesalands Community College is committed to student learning. The institution realizes that excellence in learning can only be accomplished by vigorous assessment of student academic achievement that serves to improve learning, teaching, strategic planning, and institutional effectiveness.

The Board of Trustees, administration, and faculty of Mesalands Community College are committed to excellence in learning, teaching, and their professional enhancement through the initiation of a comprehensive assessment plan. This plan is focused, practical, user-friendly, issues-oriented, and integral to the fabric of the College.

The diverse perceived benefits of an implemented assessment plan include:

Enhancement of learning
Enhancement of teaching
Improvement of strategic planning
Demonstration of institutional effectiveness to funding agencies
Promotion of effective/efficient resource allocation

The College is committed to three basic tenets:

1. Assessment should start small and build incrementally on small successes.

2. Assessment should be cost effective and linked to budget planning.

3. Assessment processes should be routinely reviewed, improved, and re-reviewed.

DEVELOPMENT OF STUDENT LEARNING ASSESSMENT COMMITTEE

Assessment is seen by the College as a means of achieving institutional revitalization rather than an end in itself. Although there were diverse methods of assessment in place and in operation at Mesalands Community College, there was a perceived and obvious institutional need for an integrated approach and an overall plan for assessment. Therefore, in August of 1996, a Student Learning Assessment Committee was formed and charged with researching, developing, and implementing a comprehensive plan for the assessment of

student academic achievement. After significant interaction with the faculty and other members of the College community, and research and analysis of current literature, the committee produced a *Developmental Plan for Student Outcomes Assessment Model* in January 1997 and, subsequently, a *Student Outcomes Assessment Model* in October 1997. Since that time, the Assessment Committee has overseen the implementation of the *Model* and acted as a conduit for College feedback into the assessment process. In 2000, the *Model* was renamed the *Student Learning Assessment Model* to emphasize the fact that assessment was concerned with the whole learning experience and not just with outcomes. At this same time the Assessment Committee was renamed the Student Learning Assessment Committee to maintain continuity.

CONCEPTUAL FRAMEWORK

The Student Learning Assessment Committee initially considered several options for an overall conceptual model for the assessment of student academic achievement. After extensive research, the committee decided to recommend the usage of the Input-Environment-Outcome (I-E-O) Model as expounded by Alexander Astin in his book, *Assessment for Excellence* (1991), which is available in the Assessment Reserve Collection in the College Library.

This model emphasized the necessity of consideration of what the student brings to the course/program/institution, the environment of learning within the course/program/institution, and student outcomes. These three elements are interdependent, and assessment of student academic achievement cannot be worthwhile without consideration of all three. The current plan involves a broad range of assessment measures, both direct and indirect, that are utilized at the classroom, program, and institutional level and at all stages of the student's academic progress.

During the fall 2009 semester, the Student Learning Assessment Committee began implementation of the Plan→Do→Study→Adjust Cycle of Assessment in an attempt to improve the continuity of assessment from academic year to academic year. It is critical that faculty members at Mesalands Community College meaningfully capture and document what they are teaching, what students are actually learning, and how this information is improving the teaching-learning relationship year after year.

The Plan→Do→Study→Adjust Cycle of Assessment process is comprised of four sequential steps and is as follows:

1) Plan
2) Do
3) Study
4) Adjust

Plan

The first (and most critical) step in assessing student learning is to identify the three to five most important knowledge, skills and professional dispositions a student should know/demonstrate once they complete the academic and/or occupational program of study.

- Knowledge refers to what cognitive "book smarts" a student should possess.
- Skills refer to the students' psychomotor abilities necessary to perform the required job duties. Skills refer to the students' ability to physically manipulate some type of tool or instrument.
- Professional dispositions (i.e., behaviors and/or attitudes) deal with those soft skills required to be an employable worker.

Once it is determined what the students should learn, the instructor must articulate these three to five knowledge, skills and professional dispositions as program objectives. Program objectives tell our customers (students, parents, employers and other stakeholders) the three to five major things a student will be able to do and know upon graduation. Not only are program objectives our "contract" with the stakeholders, they also drive what is taught in the classroom and how it is taught.

After identifying and documenting the program objectives, course objectives and courses are developed that support accomplishment of these program objectives. If a course or course objective does not support the learning outcomes identified in the three to five program objectives, consideration must be made as to whether or not that course or course objective should be part of the curriculum. It is critical that program objectives be well thought out since all aspects of the learning environment are based on these objectives. Every course objective stated in the program syllabi should support one or more of the program objectives.

Individual course lesson plans are then developed. Individual course lesson plans focus on addressing the stated course objectives. The stated course objectives support one of more of the program objectives. Initially, this portion of the "Plan" stage is the most time consuming portion of the Plan→Do→Study→ Adjust Cycle of Student Learning Assessment.

The next focus of the "Plan" stage should be to construct various measurement tools (written tests and exams, practical tests and exams, papers, surveys, etc.) that will accurately and fairly assess whether or not students are accomplishing the stated course and program objectives. It is a common mistake in education to use only one test to measure whether or not students "know" the material. **Triangulation** refers to the use of three (3) different evaluation tools to determine whether or not a single program objective has been met. Having at least three different measures to assess the degree of achievement of a single program

objective is much more valid and reliable than using only one or two measures. Although measurement tools need to be fair, they also need to be discriminatory as to differentiate these students who are meeting the course and program objectives versus those who are not.

In summary, during the "Plan" portion of the Plan→Do→Study→Adjust Cycle:

- Document expected student learning outcomes (program objectives) based on input from shareholders.
- Align curriculum (course objectives and course lesson plans (including textbooks, homework assignments, tests and exams, teaching strategies, field trips, guest speakers, etc.)) with expected learning outcomes (program objectives).

Do

The "Do" portion is the implementation portion of the Plan→Do→Study→Adjust Cycle. This is where the "rubber meets the road." In short, this is where the teaching, learning and evaluation of learning occur based on the course and program objectives.

Formative and summative assessments should be frequently occurring in the form of written tests and exams, practical tests and exams, papers, surveys, focus groups, classroom assessment techniques (CATs), etc. Formative assessments occur before and during the teaching/learning process while summative assessments occur at the end of the semester. Determine and implement measurement tools to verify what students have actually learned. A conscious effort needs to be made to determine how specific measurement tools assess certain course and program objectives so that the instructor can exactly pinpoint where students are meeting expectations and where improvements need to be made.

Study

The "Study" portion of the Plan→Do→Study→Adjust Cycle involves formally evaluating whether or not the course and program objectives have been accomplished to the level of the stated criterion. This is when the instructor identifies strengths and weaknesses in the individual courses as they pertain to how well the learning that is occurring in the courses is supporting the accomplishment of the program objectives. Sometimes an instructor will identify that a program objective was not accomplished to the satisfaction of the stated criterion based on the formative and/or summative assessment data. The instructor can then work backwards and identify what individual course or courses (and associated course objectives) may have contributed to the "problem" or assessment deficit. Although the instructor may consider this a "problem" that certain program and course objectives were not met, this also

allows the instructor the opportunity to address the learning deficit and make adjustment(s) in future semesters to rectify the situation. Langford (1995) labeled this a problemtunity. In other words, the problem or noted deficit gives the instructor the opportunity to improve future teaching/learning.

Adjust

Based on the formative and summative assessment data, the instructor will make no more than two or three adjustments to the curriculum with the goal of improving student learning so as to better meet the stated program objectives. This is the instructor's opportunity to focus on what is and what is not working in the program and then make changes based on the data. Changes to an academic and/or occupation program must be data-driven. Once the instructor decides what specific changes s/he will make to improve student learning, a "Plan" on how to implement those adjustments needs to be constructed. This may entail changing lesson plans, revisiting the different measurement tools to see if they are really measuring what you think they are measuring (called validity), etc.

Once the "Plan" is in place, the instructor then implements this new plan via the "Do" portion of the cycle. Formative and summative assessment data is again collected during the learning/teaching process and studied. "Study" of this information will lead to further adjustments to the curriculum. This Plan→Do→Study→Adjust Cycle continues with the goal of continuous improvement of student academic achievement. The ability to make data-driven changes to improve student learning academic year after academic year is referred to as "closing the loop." Assessment results are continuously used to drive positive change. Adjustments made to the program based on the yearly study of data keeps the process of improving student learning a living, breathing, ongoing process.

COMMITMENT TO ASSESSMENT

Assessment is embedded in the fabric of Mesalands Community College and this has been affirmed at all levels of the institution.

1. The Board of Trustees expressed its commitment by passing the following motion at their meeting of November 13, 1996:

   [Mesalands Community College] is committed to the assessment of student academic achievement through diverse methods to facilitate improvement of teaching, learning and strategic planning. We support the development, design and implementation of a comprehensive assessment plan.

2. The President initiated the development of the assessment process and also hired a Director of Institutional Development whose responsibilities would

include assessment. This individual serves as co-chair of the Student Learning Assessment Committee and is responsible for all data gathering and data analysis.

3. The Dean of Instructional Services also has been instrumental in the evolving assessment process and is a member of the Student Learning Assessment Committee. The Dean regularly provides time during Faculty Council meetings for discussion of assessment topics.

4. The faculty have been actively involved in the development of the assessment process through joint meetings of the Student Learning Assessment Committee and the Faculty Council. One such measure of faculty support for, and interest in, assessment is the participation of faculty in regional and national workshops and conferences focused on assessment.

5. Students are introduced to the assessment process early in their college experience through new student orientation and ACS 100 Student College Success class.

COMMITMENT TO EVOLUTION OF THE ASSESSMENT PROCESS

Mesalands Community College is committed to the premise that assessment initiatives must continually evolve for the process to flourish. Thus, the Student Learning Assessment Committee is constantly involved in a dialogue with all the constituencies of the College to stimulate feedback-driven changes. This process has led to continual incremental change, and refinement of assessment at all levels of the institution.

Examples of changes instituted in the 2000-2001 academic year included:

1. At a joint meeting on October 20, 2000, the Criterion One/Mission Committee and the Student Learning Assessment Committee proposed changing the Mission statement of the College to reflect the emphasis that the institution places on student learning. The following changes to the Mission and Goals were proposed (with changed wording in **bold**), after dialog between the President's Cabinet, Student Learning Assessment Committee, Criterion One/Mission Committee, and the Institutional Effectiveness, Research and Planning Committee:

   Mission Statement

   Mesalands Community College is an institution of higher education that ***promotes student learning through*** *quality education and services while fostering personal growth, leadership, and opportunity to a culturally diverse community.*
   Goals

[new]An environment where learning is appreciated, encouraged, and assessed.

Subsequently, these changes were accepted by the President's Cabinet and by the Board of Trustees in November 2000.

2. The model for assessment was significantly revised in the fall of 2000 to emphasize the feedback on changes in learning as a result of assessment as opposed to the collection of numerical data on assessment. Significantly, the Student Learning Assessment Committee changed the name of the *Model* from the *Student Outcomes Assessment Model* to the *Student Learning Assessment Model*. This reflected the committee's view that the word "outcomes" suggests an undue emphasis on product as opposed to process. Since assessment is involved with all aspects of the learning experience, the Student Learning Assessment Committee agreed that the word "learning" should be substituted in the name of the model.

Examples of changes instituted in the 2001-2002 academic year included:

1. An Assessment Day was added to the fall semester.

2. The results of the CAAP tests began being tracked and distributed to student participants.

Examples of changes instituted in the 2002-2003 academic year included:

1. Development of a new reporting form for faculty to streamline the process of reporting changes made in learning and teaching as a result of assessment measures.

2. Development of institutional assessment priorities to guide the Student Learning Assessment Committee in its assessment initiatives and practices.

3. Greater emphasis placed on institutional level and program level assessment while building on a strong foundation of classroom level assessment.

Examples of changes instituted in the 2003-2004 academic year included:

1. Greater emphasis placed on student education of the assessment process and roles at the College.

2. Development of new institutional assessment priorities, goals, and objectives to guide the Student Learning Assessment Committee.

Examples of changes instituted in the 2004-2005 academic year included:

1. Development of general education goals and objectives that are used to assess prospective graduates' knowledge of general education.

   The general education goals and objectives are as follows:

Communicate Effectively
1. Present ideas orally according to standard usage. 2. Present ideas in writing. 3. Demonstrate application of information technology.
Reason Scientifically and Quantitatively
4. Demonstrate mathematical principles. 5. Demonstrate scientific reasoning. 6. Apply scientific methods to the inquiry process.
Think Critically
7. Read and analyze complex ideas. 8. Locate, evaluate, and apply research information. 9. Evaluate and present well-reasoned arguments.

2. Faculty created rubrics used in assessing general education goals and objectives (Appendix A).

An example of change instituted in the 2005-2006 academic year included:

The Faculty Outcomes Assessment form was revised.

Examples of committee activities and changes instituted during the 2006-2007 academic year included:

1. The committee continued to mentor adjunct faculty in assessing student learning. As with previous semesters, two-person teams were established to serve as mentors. Each team selected seven to eight adjunct faculty to mentor.

2. The major activity of the committee for the fall 2006 and spring 2007 semesters was to begin the process of devising rubrics to assess the program objectives for the A.A.S. degrees and for the certificate programs. Preliminary drafts of the rubrics have been completed.

   Members of the committee and other College administration and staff attended the annual New Mexico Higher Education Assessment and Retention Conference held in Albuquerque on February 22-23, 2007.

Examples of assessment committee activities instituted during the 2007-2008 academic year included:

1. The committee continued to mentor adjunct faculty in assessing student learning. As with previous semesters, two-person teams were established to serve as mentors. Each team selected seven to eight adjunct faculty to mentor.

2. Members of the committee and other College administration and staff attended the annual New Mexico Higher Education Assessment and Retention Conference held in Albuquerque on February 21-22, 2008.

3. The committee also continued to review the course objectives for new and revised classes.

4. Committee members, along with other faculty, participated in the College's Assessment Days when selected students completed the General Education Assessment (GEA) and Collegiate Assessment of Academic Proficiency Tests (CAAP).

Examples of committee activities and changes instituted during the 2008-2009 academic year included:

1. Mesalands Community College was presented with (and accepted) the opportunity to participate in the Higher Learning Commission/North Central Accreditation's Academy for Assessment of Student Learning as a means to address present and future assessment needs. Participation in the Academy was in lieu of completion of the 07/01/09 Progress Report on Student Learning Outcomes. Mesalands Community College has made a four year commitment to develop and implement a sustainable plan to address the concerns identified by The Higher Learning Commissions' Accreditation Team. The College's Assessment Team (which has been charged with facilitating this commitment) has entitled this "Action Portfolio"/Student Learning Plan **Beyond the Basics: Reinventing Assessment at Mesalands Community College.**

2. Development of a "Student Learning Assessment and Retention" link on the College's website. This link can be accessed by double clicking the "Academic Programs" link and then double clicking the "Assessment" link on www.Mesalands.edu

3. Revised the format of the Student Learning Assessment Program Report utilizing the Plan→Do→Study→Adjust Cycle of Assessment.

4. Revisited and, when necessary, rewrote program objectives of all applied science programs.

5. Initiated a biannual faculty and staff training day devoted to all things assessment. This recurring event will be referred to as "Assessment Day" and occur during the fall and spring semesters.

Examples of changes instituted during the 2009-2010 academic year included:

1. Additional program directors/lead faculty were identified for the following programs:
   a. Associate of Applied Science – General Studies
   b. Associate of Arts – Liberal Arts General Studies
   c. Associate of Arts – University Studies

2. All program directors/lead faculty were required to perform curriculum mapping in order to identify where program level outcomes are taught. This information is included in the individual *Student Learning Assessment Program Reports*.

3. All program directors/lead faculty were required to identify multiple measurement tools and goal results to assess whether or not program objectives were accomplished to a predetermined level. This information is included in the individual *Student Learning Assessment Program Reports*.

4. All program directors/lead faculty were required to implement a plan→do→study→adjust cycle of assessment in order to determine how well program objectives were accomplished. This information is included in the individual *Student Learning Assessment Program Reports*.

5. All program directors/lead faculty were required implement a plan→do→study→adjust cycle of assessment in order to determine general education competencies attainment. This information is included in the individual *Student Learning Assessment Program Reports*.

6. All program directors/lead faculty were required to document their program assessment activities via a *Student Learning Assessment Program Report* as

well as begin establishing assessment processes that are continuous and provide meaningful and useful information.

7. Development and distribution of the *Required Steps to Complete Assessment Responsibilities* document for all adjunct faculty.

8. The following general education competencies were rewritten and rubrics were developed:
   a. Writing
   b. Oral Presentation
   c. Information Technology

9. Developed reporting rubric to collect data on attainment of general education competencies:
   a. Writing
   b. Oral Presentation

10. Implemented the "Writing Across the Curriculum" initiative which required all faculty (across all College educational sites and delivery methods) to assess the writing general education competency utilizing College rubric.

11. Assessment plan for off-site learning was developed, submitted and initially approved by the Higher Learning Commission as part of the "Institutional Request for Change 2010" application.

A COMPREHENSIVE ASSESSMENT PLAN FOR MESALANDS COMMUNITY COLLEGE

ORGANIZATIONAL STRUCTURE

Responsibility

The assessment process at Mesalands Community College is supervised and administered by the Student Learning Assessment Committee. However, the individual ultimately responsible for the process is the Dean of Instructional Services, who is the Chief Academic Officer of the College. The Dean is a member of the Student Learning Assessment Committee and of the President's Cabinet.

STUDENT LEARNING ASSESSMENT COMMITTEE

Committee Structure

The Student Learning Assessment Committee exists as a standing committee of the College. The committee is charged with planning for, and overseeing the implementation of, institution-wide assessment of student academic achievement.

The committee is composed of 10 members including the Dean of Instructional Services, four full-time faculty, two adjunct faculty/professional staff, two student members and a non-voting secretary. The committee meets once a month and as needed. Its meetings are open to the College community and minutes are prepared, approved, and made available to interested parties. Members of the College community are encouraged to attend meetings.

Committee Purpose

The committee is charged with entering into an ongoing dialog with the College community about the assessment of student academic achievement. As a result of this dialog, the committee designs a plan for the assessment of student academic achievement at the institution and oversees the implementation and continuous re-evaluation of this plan.

Committee Objectives

The Student Learning Assessment Committee has four explicit objectives that are stated in this Student Learning Assessment Model. The objectives of the Student Learning Assessment Committee are to:

Objective 1 Enhance the knowledge of the faculty at Mesalands Community College about the assessment of student learning by conducting meetings and workshops, distributing materials, and by providing resources (e.g., Assessment Reserve Collection in the Library). One issue of *Assessment News* will be published each fall and spring semester and all faculty will receive a copy of *Faculty Assessment Notes* by the first week of classes. The Student Learning Assessment Committee will have at least one joint meeting with the Faculty Council every semester.

Objective 2 Spearhead the development of assessment at the College by producing, if needed, by November 30 each year, a revised *Model*.

Objective 3 Facilitate and implement the development of feedback loops and information dissemination about assessment at the College by:

a. producing an annual report by September 15 of each year

b. producing two issues of *Assessment News* each academic year

c. providing all faculty with copies of *Faculty Assessment Notes* each academic year

d. having at least one joint meeting with the Faculty Council every fall and spring semester

e. providing all adjunct and new faculty with assessment-related training and an assessment mentor

f. presenting information on assessment at every new student orientation and at each section of ACS 100 Student College Success, including delivery of the brochure *Student Guide to Educational Assessment*

g. conducting a biannual Assessment Day to be held every fall and spring semester. The biannual Assessment Day is a joint meeting between the committee and all full-time faculty used to discuss, update, and refine the assessment practices at the College.

Objective 4 Oversee the implementation of the *Student Learning Assessment Model* so that faculty and staff will provide all the documents and reports specified in the *Model* within one week of the stated deadline.

INSTITUTIONAL FOCUS ON STUDENT LEARNING ASSESSMENT 2010-2011

As stated previously, Mesalands Community College was presented with (and accepted) the opportunity to participate in the Higher Learning Commission/North Central Accreditation's Academy for Assessment of Student Learning as a means to address present and future assessment needs. Participation in the Academy was in lieu of completion of the 07/01/09 Progress Report on Student Learning Outcomes. Mesalands Community College has made a four-year commitment to develop and implement a sustainable plan to address the concerns identified by The Higher Learning Commission's Accreditation Team. The College's Student Learning Assessment Committee (which is now charged with facilitating this commitment) has entitled this "Action Portfolio"/Student Learning Plan **Beyond the Basics: Reinventing Assessment at Mesalands Community College.**

Priorities	Goals	Objectives	Responsible Individual(s)
Continue assessment-related changes based on the Higher Learning Commission's Academy for Assessment of Student Learning Action Portfolio/Student Learning Plan **Beyond the Basics: Reinventing Assessment at Mesalands Community College**.	Complete "Year Three" (2010-2011) of the Higher Learning Commission's Academy for Assessment of Student Learning.	1. Evaluate course syllabi format and change if necessary.	Curriculum Coordinating Committee.
		2. Re-evaluate and modify end-of-semester faculty assessment form.	Student Learning Assessment Committee and Dean of Instructional Services.
		3. Develop a capstone portfolio course.	Student Learning Assessment Committee, English faculty,and Dean of Instructional Services.
		4. Lead instructors teaching courses related to general education competencies will be asked to meet and revisit those competencies and related rubrics. The goal is to revisit each of the three general education competencies (communication, quantitative and scientific reasoning, and critical thinking) over the course of the next three years	Student Learning Assessment Committee, Dean of Instructional Services and Lead Instructors and Coordinator of Institutional Computing.

Priorities	Goals	Objectives	Responsible Individual(s)
		as follows: • Critical Thinking (2010-2011) • Quantitative and Scientific Reasoning (2011-2012) Once rubrics are developed, embedded assessment utilizing the rubrics will be implemented during that same academic cycle in order to measure general education competency attainment. Finalized competencies and rubrics will be posted in both in the Catalog and the "Learning Assessment and Retention" link of the Mesalands Community College web site. 5. Establish imbedded assessment to evaluate the quality and quantity of learning wherever and however courses are taught.	Student Learning Assessment Committee and Lead Instructors.

DATA COLLECTION AND INTERPRETATION

The Student Learning Assessment Committee (SLAC) is responsible for collecting and disseminating information about assessment. SLAC realizes that program directors, lead instructors and faculty are the experts when it comes to evaluating assessment results and making adjustments to the curriculum based on those results. To that end, SLAC only assists in the interpretation of assessment data. Program directors and lead instructors are charged with implementing the PDSA cycle of assessment. As previously stated, this includes interpreting the data and making changes to the curriculum based on that data. Program directors and lead instructors create an annual Student Learning Assessment Report similar to that presented in Appendix B. The Student Learning Assessment Report format can and should be modified to better suit the needs of the different programs.

Data are provided by individual faculty at the course level on a standard form (Appendix C). The form is available to faculty electronically so that each faculty member will be able to efficiently submit the form for each class that is being assessed. These forms report activities of student learning assessment completed by faculty in courses.

Additional information on student learning assessment is provided by the Director of Institutional Development, Coordinator of Institutional and Enrollment Data, Director of the Educational Services Center, and by ACT.

DATA DISSEMINATION

The Student Learning Assessment Committee has nine regular avenues for disseminating information:

1. The Student Learning Assessment Committee produces a newsletter (*Assessment News*) that is distributed to all College employees, posted on the Student Activities Board, and posted on the Student Learning Assessment and Retention link of the College web site. This newsletter provides information about assessment measures at the College and short articles addressing principles and practices of assessment.

2. Every September the committee produces an annual report on assessment from the previous academic year that is forwarded through the Dean of Instructional Services to the President's Cabinet. After approval by the Cabinet, the annual report is distributed to individual faculty. Starting in the fall of 2001, a copy has been retained in the Assessment Resource Collection in the College Library. Interested individuals may obtain copies from the Student Learning Assessment Committee.

3. The Student Learning Assessment Committee has at least one joint meeting with the Faculty Council during the fall and spring semesters.

4. Each year, all faculty are provided with a copy of the *Student Learning Assessment Model* by the committee.

5. Each year, all faculty (full-time and adjunct) are provided with a copy of *Faculty Assessment Notes* (a synopsis of assessment measures at the College and assessment methodologies).

6. Each semester, adjunct faculty and new full-time faculty are provided with a mentor from the Student Learning Assessment Committee. Assessment mentor training was established fall 2002.

7. A presentation on assessment is made during every new student orientation and in each section of ACS 100 Student College Success.

8. All new students are provided a copy of the *Student Guide to Educational Assessment* brochure. This brochure is also included on the Student Learning Assessment and Retention link of the College web site.

9. On December 12, 2008, the Student Learning Assessment Committee initiated a biannual Assessment Day to be held every fall and spring semester. The biannual Assessment Day is a joint meeting between the committee and all full-time faculty used to discuss, update, and refine the assessment practices at the College.

FEEDBACK LOOPS

It is paramount to the success of the assessment process that there are both feedback loops and incentives for faculty to participate. The Student Learning Assessment Committee provides a number of documents that facilitate feedback loops:

1. Semester reports on data collected from faculty on assessment of student learning at the College at the course level.

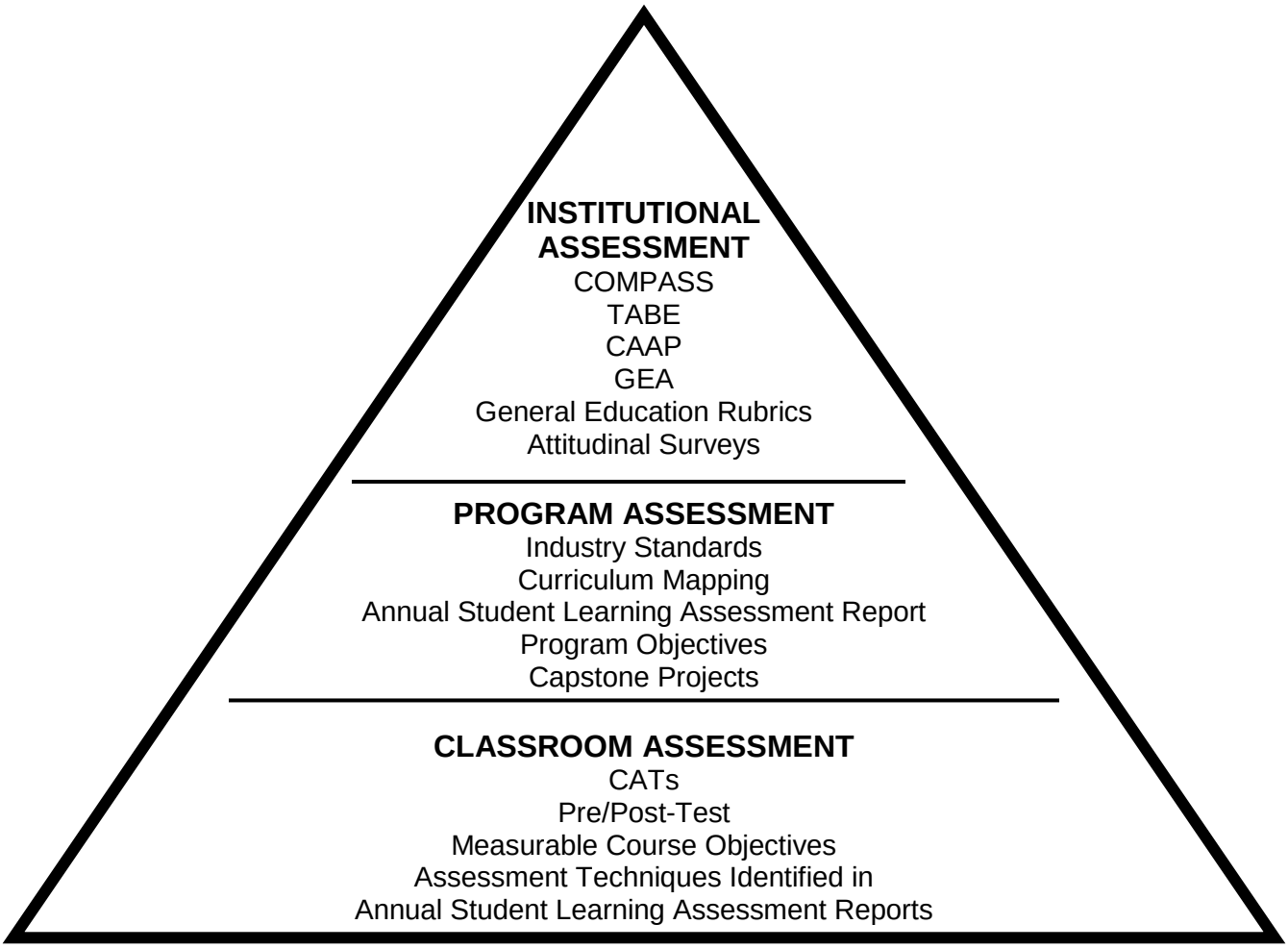
2. Annual reports on the progress of assessment during the academic year. The annual report of the Student Learning Assessment Committee is presented by the Dean of Instructional Services (a member of the committee) to the President, who forwards it to the Board of Trustees, which then reviews it at one of their regular public meetings.

3. A Student Learning Assessment Evaluation Rubric to assess assessment at the College. (Appendix D)

Please see Appendix E for History of Data Dissemination and Feedback Loops.

ASSESSMENT EMBEDDED THROUGHOUT THE INSTITUTION

Mesalands Community College realizes that meaningful and effective assessment must be pervasive throughout the institution; therefore, assessment is embedded throughout the College at all stages of the student's academic career:



Assessment is conducted at each of the three levels of the College: institutional, program, and classroom. As the pyramid shows, multiple assessment measures are used to assess student learning at each of the three levels. The purpose of the multiple measures at multiple levels is to assess student learning at each stage of their academic career at Mesalands Community College.

Classroom Level Assessment

Individual instructors utilize pre/post-tests and Classroom Assessment Techniques (CATs) in their classes.

Beginning with the fifth academic year of implementation (2001-2002), each instructor was required to utilize one Classroom Assessment Technique (CAT) per credit of the course (up to three), as well as administer a pre-/post-test in every class. Currently, the same standards are being used for CATs and pre-/post-tests. Results of these assessment measures are reported to the Student Learning Assessment Committee at the end of each semester on the Faculty Outcomes Assessment Form (Appendix C).

Faculty maintains current course syllabi to include measurable course objectives and, if necessary, revise their measurable objectives each semester. Subsequent to spring 1998, all classes offered each semester have been required to have a course syllabus, which includes at least two measurable objectives, on file with the Dean of Instructional Services. These objectives must be assessed at the end of every semester the course is offered, and the results of this assessment are also reported to the Student Learning Assessment Committee on the Faculty Outcomes Assessment Form. Adjunct faculty are required to carry out the same level of assessment as full-time faculty. Beginning with the summer of 2005 the faculty will also use the Faculty Outcomes Assessment Form to report changes they made for each course during the semester as a result of assessment. This form has incorporated the previously used Faculty Change Form.

Academic Program Level Assessment

Program assessment has five main components:

1. Each applied science program (degree and certificate) has identified measurable program objectives that are reviewed every fall semester and revised as needed. Associate degree majors are assessed with general education rubrics throughout their course of study and during Institutional Assessment Day. All degree and program objectives are published on the Student Learning Assessment and Retention link on the College web site.

2. Two programs (Building Trades and Farrier Science) utilize industry standard examinations.

3. Three programs (Business Administration, Computer Information Systems, and Farrier Science) utilize capstone courses.

4. By November 1 of each year, the program director or lead instructor of each program will complete the PDSA cycle of assessment by producing an Annual Student Learning Assessment Report.

Institutional Level Assessment - Instructional

The principal institutional-level assessment measures are the Computer-Adaptive Placement Assessment and Support System (COMPASS) and the ACT Collegiate Assessment of Academic Proficiency (CAAP) tests. These tests provide pre- and post-test information on student learning at the institutional level in the areas of English, math and reading.

The General Education Assessment (GEA) is a College designed assessment tool used to evaluate general education competency (communication, scientific and quantitative reasoning, and critical thinking) attainment.

Additional information is obtained from attitudinal surveys (i.e., Student Opinion Survey). Data from these sources are analyzed by the Coordinator of Institutional and Enrollment Data.

Institutional Level Assessment - Administrative

The Dean of Instructional Services, who is a member of the Student Learning Assessment Committee, is in charge of the budget planning process and is a member of the President's Cabinet. Thus, the opinions, desires, and needs of the committee can be communicated directly to the highest levels of decision making and strategic planning at the College. Assessment has its own line item in the College's budget to provide for testing, educational materials, travel to meetings, and other expenses. The budget for the Student Learning Assessment Committee was $8,000 for the 2009-2010 academic year, demonstrating the commitment of the College to the assessment process.

In addition, the College created a position in 1998 for a Director of Institutional Development whose responsibilities include assessment, research, and planning. This individual is a member of the Student Learning Assessment Committee and is responsible for all data gathering and data analysis at the College, including that of assessment. The Director provides for smooth integration of institutional effectiveness, assessment, and planning at the College. This position is presently vacant.

ASSESSMENT MEASURES AND STUDENT ACADEMIC PROGRESS

Not only is assessment embedded throughout the structure of the College, it is also enmeshed at all stages of the student's learning experience at the College.

Assessment Prior to Registration

The Educational Services Center oversees a comprehensive Success Assessment of incoming students. The College requires all students who are in a degree program or anyone wishing to take an English or math class to take the ACT Computer-Adaptive Placement Assessment and Support System (COMPASS) test. This test is administered by the staff of the Educational Services Center and is used to place students in requisite English, math, and reading courses.

The Test of Adult Basic Education (TABE) is required for students who have not completed a high school diploma or GED. This test is also administered by the Educational Services Center and students are subsequently counseled by Student Services staff.

Mesalands Community College
ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
PRIOR TO REGISTRATION

ASSESSMENT TOOLS	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY
ACT COMPASS	All students in degree programs, and all students taking core English or math	Student Services, faculty advisers	Placement in English, math, and reading classes	Director of Educational Services Center
Test of Adult Basic Education (TABE)	Required for students who do not have a high school diploma or GED	Student Services, faculty advisers	Placement in technical classes	Director of Educational Services Center

Assessment within Semester and End of Semester

Individual instructors utilize one Classroom Assessment Technique (CAT) per course credit hour (up to four) and pre- and post-tests within their classes as reported to the Student Learning Assessment Committee on standardized forms (Appendix C). In addition, instructors in pre-collegiate classes utilize the pre- and post-test portions of the TABE as a pre-test/post-test in their classes. Students take the portion of the TABE relevant to the class in which they are enrolled.

Faculty also assess student learning within a class by use of measurable course objectives (minimum of two per course) as stated in the course syllabi. Results of this assessment are reported to the Student Learning Assessment Committee at the end of each semester with changes made as a result of the findings by the faculty member, as well as those changes to be made the next time they offer the course (Appendix C).

The Withdrawing/Non-Returning Student Survey is given to all students who leave the College prior to earning a certificate or a degree. Data from this survey are reviewed by the Director of Institutional Development. However, it is clear that many students do not complete the survey and, if they do, their opinions may be colored by feelings of lack of success and dissatisfaction. This survey had produced a small number of responses in prior years and so, since 1998, this survey is sent to students who are transferring to other institutions directly after graduation. Thus, this survey will overlap with the Alumni Survey, but it will differ in that it will sample responses of recent attendees, whereas the Alumni Survey samples a broad range of graduates.

Mesalands Community College
ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT
WITHIN SEMESTER AND END OF SEMESTER

ASSESSMENT TOOL	TARGET POPULATION	DISTRIBUTION OF RESULTS	USE OF RESULTS	RESPONSIBILITY
Appropriate course-embedded CATs	All current students	Sharing of results by participating faculty	To determine effects of instruction and foster continuous improvement in student learning	Individual faculty with assistance from the Assessment Committee
Pre- and post-tests in all courses	All current students	Sharing of results by participating faculty	To determine effects of instruction and foster continuous improvement in student learning	Individual faculty with assistance from the Assessment Committee
TABE or approved common test as pre-/post-test in pre-collegiate classes	All current students in pre-collegiate courses	Director of Educational Services Center, pre-collegiate faculty	To determine effects of instruction and foster continuous improvement in student learning	Individual faculty teaching pre-collegiate classes
Measurable Course & Program Objectives	All current students	Sharing of results by participating faculty	To determine effects of instruction and foster continuous improvement in student learning	Individual faculty with assistance from the Assessment Committee
Withdrawing/ Non-Returning Student Survey	Students who leave during the semester or who do not return next semester and those who transfer to another institution	Within Student Services and Instructional Services	To assess completion of student goals	Director of Institutional Development

Assessment at End of Program

The principal institutional level assessment measure at the end of programs is the appropriate ACT Collegiate Assessment of Academic Proficiency (CAAP) test(s) taken by all students receiving a degree, or those who have completed 60 credit hours in the semester when the CAAP is offered. Students who have not completed basic English (ENG 102), math (MATH 110), or science (any four-credit science class), will not take the relevant portions of the CAAP tests. The CAAP tests are given on a specifically designated Institutional Assessment Day, during the fall and spring semesters.

The general education assessment (GEA) is completed at the same time for students that are graduating in either the fall or spring. The GEA is a series of projects which the students are required to complete on Institutional Assessment Day to provide faculty with feedback in the three general education competency areas of communication, critical thinking, and scientific and quantitative reasoning. The GEA is scored using rubrics.

At the discretion of the lead instructor, Arts and Sciences/Applied Sciences programs (Business Administration, Computer Information Systems, and Farrier Science) utilize capstone projects as an assessment measure at the culmination of programs. These courses incorporate skills learned during the entire course of study at Mesalands Community College, evaluating how well students integrate these skills and knowledge.

Several programs utilize industry standard examinations at the end of programs. For example, Farrier Science and Building Trades use industry standard examinations.

Mesalands Community College ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT END OF PROGRAM				
ASSESSMENT TOOL	**TARGET POPULATION**	**DISTRIBUTION OF RESULTS**	**USE OF RESULTS**	**RESPONSIBILITY**
General Education Assessment (GEA)	All students completing 60 credit hours or those petitioning to graduate	Instructors	Assess student learning and development	All faculty
ACT CAAP	All students completing 60 credit hours	Within Student Services and Instructional Services	Assess student learning and development	Director of Institutional Development
Capstone Courses/ Projects	Degree-seeking Business Adm., Computer Information Systems, Farrier Science students	All instructors involved	Assessment of overall student learning in applicable programs	Lead instructors in applicable programs
Program Outcomes Assessment Form	All A.A., A.A.S., and certificate programs	All employees	Assessment of program health	All lead instructors and program directors

Assessment after Graduation

The Institutional Effectiveness Committee conducts an annual Alumni Survey that provides qualitative data on the success of various aspects of student learning (cooperation and cooperative working). The results of this survey are analyzed and utilized by the Student Learning Assessment Committee.

Mesalands Community College ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT AFTER GRADUATION				
ASSESSMENT TOOL	**TARGET POPULATION**	**DISTRIBUTION OF RESULTS**	**USE OF RESULTS**	**RESPONSIBILITY**
Alumni Survey	All College graduates	Student Services, Instructional Services	Gauge student's assessment of learning experience	Director of Institutional Development

Other Assessment Measures

Other assessment measures are utilized by the College on timeframes independent of the academic progress of individual students. Thus, the Student Opinion Survey is implemented in the spring semester of even years and given to second year students by the Director of Institutional Development. This provides qualitative data on students' opinions of student learning.

Academic Program Review is carried out every year for two programs or disciplines. Revision of the manual for this process in fall of 1998 added a significant component of assessment.

Mesalands Community College ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT PERIODICALLY				
ASSESSMENT TOOLS	**TARGET POPULATION**	**DISTRIBUTION OF RESULTS**	**USE OF RESULTS**	**RESPONSIBILITY**
ACT Student Opinion Survey	Sample of second year students	Instructional and Student Services, President's Cabinet	Assess attitudinal aspects of students' responses to learning	Director of Institutional Development
Academic Program Review	All programs on a rotating basis	Faculty, Board of Trustees, President's Cabinet, Advisory Committees	For stimulating changes in assessment process at the program level	Dean of Instructional Services

SYNTHESIZED ASSESSMENT MODEL FOR A LEARNING-CENTERED INSTITUTION

Mesalands Community College has a meaningful and pervasive assessment process that is instilled into the institution. Fourteen defining characteristics demonstrate the effectiveness of assessment at the College:

1. **Commitment** to assessment is demonstrated by many factors, including a Board of Trustees statement in favor of assessment and the establishment of the Student Learning Assessment Committee.

2. Committee as a **standing committee of the College**.

3. Establishment and maintenance of a **budget line item** for assessment.

4. Mesalands Community College has numerous **explicit expressions** of its commitment to assessment including sections in each revision of the College Catalog, Faculty Handbook, Student Learning Assessment & Retention link on the College web page and Student Handbook.

5. The College utilizes **multiple measures** of assessment, including direct and indirect measures of learning.

6. Assessment is implemented at the classroom, program, and institutional levels – in fact, there is **assessment at all institutional levels.**

7. There is **assessment at all academic stages** of the student's advancement.

8. **Measurable objectives** are in place for every course taught at the College and measurable program objectives are published on the Student Learning Assessment & Retention link on the College web page

9. Numerous methods of **feedback** are a part of the assessment process at the College.

10. **Incentives** are in place to encourage faculty to buy into assessment, including awards for outstanding proponents of assessment every year.

11. **Data dissemination** is a major goal of the Student Learning Assessment Committee and is accomplished through vehicles such as *Assessment News* which is completed each semester; additionally, semester and annual assessment reports are completed to disseminate data.

12. **Continuous progress** in the assessment process is demonstrated by the numerous refinements that have been adopted since 1997.

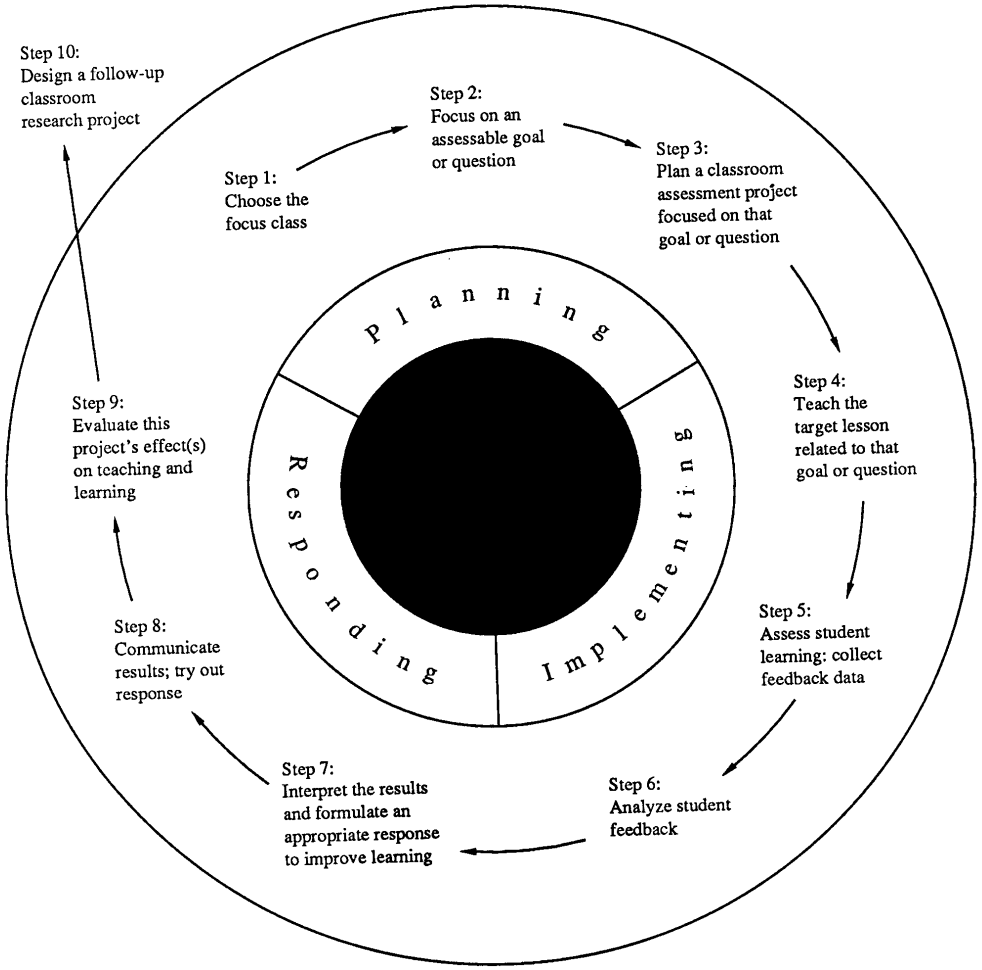
13. The Student Learning Assessment Committee is dedicated to **continuous refinement** of the assessment process not just through annual reviews of the *Model*, but also through changes to forms and procedures almost every semester as documented in the annual reports of the Assessment Committee.

14. **Change as a result of assessment/closing the loop** via the Plan→Do→Study→Adjust cycle of assessment is central to successful programs and is demonstrated at the College in every Faculty and Program Assessment Outcomes Form submitted every semester.

THE NEVER-ENDING STORY: ONGOING ASSESSMENT AT MESALANDS COMMUNITY COLLEGE

Assessment is not a terminal endeavor. The Plan→Do→Study→Adjust cycle of assessment is a continuous process. Therefore, after implementation of each annual revision of the *Student Learning Assessment Model*, there will be follow-up as to the success and relative usefulness of the implemented changes by "closing the loop."

CLASSROOM AND PROGRAM ASSESSMENT
Assessment Cycle



(From Angelo and Cross, 1993)

We believe that the *Student Learning Assessment Model* will require evaluation on an ongoing basis. There is no universal template for the assessment of student academic achievement. Each institution must create its own assessment process that must evolve with the needs and expectations of that institution. Assessment is an ongoing journey as we adapt, improve, and strive to create a learner-centered institution.

APPENDICES

APPENDIX A

GENERAL EDUCATION RUBRICS

General Education Competency
Communication – Writing
Rubric

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
Provides a clear, concise thesis statement.	• Statement is clear and concise • Statement is well reasoned • Statement leads to plentiful additional discussion	• Statement is generally clear and concise • Statement is mostly well reasoned • Statement leads to enough additional discussion	• Statement is recognized by the reader • Statement has some elements of reason • Statement leads to some additional discussion	• Statement is not recognized by the reader • Statement is not reasoned • Statement does not lead to additional discussion
Provides supporting paragraphs which relate to the thesis.	• Supporting paragraphs are well reasoned • Supporting paragraphs clearly relate to the thesis • Supporting paragraphs are cohesive and logically developed.	• Supporting paragraphs contain mostly well reasoned content • Supporting paragraphs often but not always relate to the thesis • Supporting paragraphs demonstrate some cohesion and development.	• Supporting paragraphs contain some well reasoned content • Supporting paragraphs relate to the thesis in some way • Supporting paragraphs demonstrate a few elements of cohesion and development.	• Supporting paragraphs do not contain reasoned content • Supporting paragraphs do not relate to the thesis • Supporting paragraphs are neither cohesive nor unified

Correctly incorporates outside sources.	• Provides relevant outside sources • Cites outside sources correctly	• Provides mostly relevant outside sources • Cites outside sources, but no more than two errors	• Provides some relevant outside sources • Cites outside sources with no more than three errors	• Provides irrelevant or no outside sources • Cites outside sources with four or more errors
Uses appropriate grammar, syntax, punctuation, and spelling.	• Writing is error free in all categories (sentence structure, punctuation, spelling and grammar). • Sentence structure and vocabulary are well developed and varied.	• Writing has errors in no more than one category (sentence structure, punctuation, spelling and grammar). • Sentence structure and vocabulary are developed and varied.	• Writing has errors in no more than two categories (sentence structure, punctuation, spelling and grammar). • Sentence structure and vocabulary are somewhat developed and varied.	• Writing has errors in three or more categories (sentence structure, punctuation, spelling and grammar). • Sentence structure and vocabulary are not developed or varied

General Education Competency
Communication – Information Technology
Holistic Rubric

Criteria	Pass	Comments
Demonstrates basic computer and operating system skills	• Access and change computer settings under the Control Panel • Navigate file directory structures and paths • Perform file management tasks (select, copy, rename and/or delete files) • Create, save, open, and print a document from some application • Navigate and locate information from Windows Help	
Performs core tasks of Microsoft Office applications	• Format a document and how to use page layout, e.g., headers, footers, page breaks, bullets, etc. • Create tables, charts, graphs and/or formulas • Import and sort data and/or images into a document and format them appropriately • Demonstrate techniques for copying, cutting and pasting text and/or images within a document • Review a document using tools: spelling, grammar, word count, thesaurus	
Uses a search engine to access, navigate and evaluate information on the internet	• Retrieve information from an internet search engine • Evaluate and rank sources of information for reliability • Select, copy and paste information retrieved from the internet College databases	
Uses email with appropriate etiquette	• Open, create and/or send email with attachments • Demonstrates appropriate email etiquette	

General Education Competency
Communication – Oral Presentation
Rubric

Criteria	Excellent (4)	Proficient (3)	Adequate (2)	Inadequate (1)
Provides a well organized speech with appropriate introduction and conclusion.	• Very well organized. • Attention grabbing introduction. • Convincing conclusion	• Well organized. • Suitable introduction. • Appropriate conclusion.	• Organized • Has an introduction. • Has a conclusion.	• Lacks organization • Poor introduction • Poor conclusion
Provides main points that are well-documented, compelling, supported with facts, developed clearly and concisely, and focused on the topic.	• All main points are well-documented and supported by numerous, compelling facts. • Clearly and concisely presented. • Remains focused on topic throughout entire presentation.	• All main points are documented and supported by fact. • Clearly and concisely presented most of the time • Remains focused on topic during most of presentation	• Main points somewhat supported. • Clearly and concisely presented some of the time • Remains focused on topic during some of presentation	• Little to no support of main points. • Not clearly and/or concisely presented. • Little to no focus on topic.
Uses appropriate gestures, movements and eye contact.	• Excellent gestures and eye contact. • Conversational presentation. • Utilize note cards appropriately.	• Appropriate level of gestures and eye contact. • Somewhat conversational presentation. • Moderately relies on note cards	• Some gestures and eye contact. • Presentation rehearsed and mechanical • Relies on note cards	• Little, if any, gestures and eye contact • Presentation poorly delivered. • Totally relies on note cards.

Speaks clearly and understandably using standard, edited English with correct mechanics (pronunciation, sentence structure and grammar) relative to audience.	• Excellent mechanics throughout. • Very appropriate presentation relative to audience. • Tone is respectful and civil.	• Few mechanical errors. • Majority of presentation appropriate to audience. • Tone is somewhat respectful and civil	• Some mechanical errors. • Presentation inappropriate to some members of the audience. • Neutral tone	• Many/ numerous mechanical errors. • Inappropriate presentation relative to audience. • Tone was disrespectful.
Provides appropriate handouts and/or visual aids.	• Provides entire audience with useful, presentation quality handouts • Audiovisual aids contain appropriate amount of information. • Grammatically correct material.	• Provides entire audience with handouts • Most audiovisual aids contained appropriate amounts of information. • Few grammatical errors.	• Provides majority of audience with handouts • Audiovisual aids contained too much or too little information. • Some grammatical errors.	• Did not provide audience with handouts • No audiovisual aids. • Many/ numerous grammatical errors.

REASON SCIENTIFICALLY AND QUANTITATIVELY

General Education Objective No. 4 – Demonstrate Mathematical Principles

Levels of Achievement						
Criteria	**Excellent 5**	**Proficient 4**	**Acceptable 3**	**Inadequate 2**	**Unacceptable 1**	**Student Score**
Recognize and provide definitions for the vocabulary of mathematical principles associated with number systems, linear equations and polynomials.	Successfully provide definitions for more than 90% of the relevant problems.	Successfully provide definitions for more than 80% of the relevant problems.	Successfully provide definitions for more than 70% of the relevant problems.	Successfully provide definitions for more than 60% of the relevant problems.	Successfully provide definitions for less than 60% of the relevant problems.	
Obtain and describe results to linear equations in one variable using the addition and multiplication principles which could include ascribing correct units and measures to results as well as writing an appropriate sentence interpreting the result.	Successfully solve more than 90% of the relevant problems.	Successfully solve more than 80% of the relevant problems.	Successfully solve more than 70% of the relevant problems.	Successfully solve more than 60% of the relevant problems.	Successfully solve less than 60% of the relevant problems.	
Select or develop representations appropriate to linear equations in two variables and/or make inferences from such equations by; **a. selecting or setting up an equation and/or** **b. arranging the data into a table and/or** **c. creating a graph with or without technological assistance and/or** **d. describing a trend indicated in an equation, a chart or a graph, and making predictions based on that trend**	Successfully select or develop representations or make inferences for more than 90% of the relevant problems.	Successfully select or develop representations or make inferences for more than 80% of the relevant problems.	Successfully select or develop representations or make inferences for more than 70% of the relevant problems.	Successfully select or develop representations or make inferences for more than 60% of the relevant problems.	Successfully select or develop representations or make inferences for less than 60% of the relevant problems.	
Perform arithmetic operations on, and factor various types of polynomial expressions. Solve 2nd or 3rd degree polynomial equations using the zero product principle.	Successfully solve more than 90% of the relevant problems.	Successfully solve more than 80% of the relevant problems.	Successfully solve more than 70% of the relevant problems.	Successfully solve more than 60% of the relevant problems.	Successfully solve less than 60% of the relevant problems.	

REASON SCIENTIFICALLY AND QUANTITATIVELY

General Education Objective No. 5 – Demonstrate Scientific Reasoning

Levels of Achievement						
Criteria	**Excellent 5**	**Proficient 4**	**Acceptable 3**	**Inadequate 2**	**Unacceptable 1**	**Student Score**
Separation of observations (data) and interpretations	Distinguishes explicitly between observations and interpretations and presents each separately.	Distinguishes consistently between observations and interpretations, and presents each separately.	Distinguishes in most cases between observations and interpretations, and with some exceptions presents each separately.	Does rarely distinguish between observations and interpretations and presents them mixed together.	Presents little or no observations and interpretations.	
Reasoning supported by using a variety of evidence	Reasoning clearly supported using a multitude of facts, figures, and documented data.	Reasoning supported using a variety of facts, figures, and documented data.	Reasoning reasonably well supported using some facts, figures, or documented data.	Reasoning poorly supported using few facts, figures, or documented data.	Reasoning absent or unsupported by any documented facts or figures.	
Interpretation and analysis of results	Presents critical evaluation of results, including alternative explanations of results.	Presents well-conducted interpretation and analysis of results; may consider alternative explanations of results.	Presents reasonable interpretation and analysis of results.	Presents data analysis with minimal discussion or interpretation of results.	Presents results without interpretation, or does not state results.	
Distinguishes well supported from poorly supported scientific claims	Distinguishes consistently between well and poorly supported claims, justified by detailed discussion and well-formulated reasoning.	Distinguishes consistently between well and poorly supported claims and presents valid reasoning.	Shows ability to distinguish between well and poorly supported claims and attempts to present reasoning.	Shows some ability to distinguish between well and poorly supported claims, but present little or no valid reasoning.	Consistently fails to distinguish between well and poorly supported claims.	

REASON SCIENTIFICALLY AND QUANTITATIVELY

General Education Objective No. 6 – Apply Scientific Methods to the Inquiry Process

Levels of Achievement						
Criteria	**Excellent 5**	**Proficient 4**	**Acceptable 3**	**Inadequate 2**	**Unacceptable 1**	**Student Score**
Problem is recognized and investigative question is formulated	Problem is recognized and essentials explained, investigative question is clearly formulated.	Problem is recognized, investigative question is formulated.	Problem is recognized, investigative question is outlined.	Parts of problem is recognized, investigative question is unclear or incomplete.	Problem is not recognized and/or investigative question misses the point or is not formulated.	
Reasonable, testable hypothesis is presented	Hypothesis is reasonable, clearly stated, and fully explains question.	Hypothesis is reasonable and answers question.	Hypothesis is reasonable, and addresses question.	Hypothesis does not answer question or is untestable.	No hypothesis is presented.	
Prediction is formulated as logical consequence of the hypothesis	Prediction is logical and fully explained.	Prediction is logical and well formulated.	Prediction is logical and reasonably outlined.	Prediction is unclear or illogical.	No prediction is formulated.	
Formulation of a conclusion	Conclusion is logical and well formulated, explains in details the degree of correctness of the hypothesis, clearly presents further avenues of testing or formulates new hypothesis	Conclusion is logical, explains the degree of correctness of the hypothesis, suggests further avenues of testing.	Conclusion is coherent, and addresses the degree of correctness of the hypothesis.	Conclusion is incoherent, and/or does not explain the degree of correctness of the hypothesis.	Conclusion not presented or is highly incoherent.	

CRITICAL THINKING

General Education Objective No. 7 – Read and Analyze Complex Ideas

Levels of Achievement						
Criteria	**Excellent 5**	**Proficient 4**	**Acceptable 3**	**Inadequate 2**	**Unacceptable 1**	**Student Score**
Analyzes and questions data validity	Analyzes insightful questions	Asks insightful questions	Asks a variety of questions	Asks some questions	Fails to question data	
Does not allow bias to affect results	Refutes bias	Detects bias	Recognizes bias	Observes some bias	Ignores bias	
Interpretation and analysis of results	Examines inconsistencies	Identifies inconsistencies	Recognizes inconsistencies	States some inconsistencies	Detects no inconsistencies	
Distinguishes well supported from poorly supported scientific claims	Carefully examines and categorizes information for value	Examines information for value	Categorizes information types	Does not select valuable information sources	Does not provide sources	

CRITICAL THINKING

General Education Objective No. 8 – Locate, Evaluate, and Apply Research Information

Levels of Achievement						
Criteria	**Excellent 5**	**Proficient 4**	**Acceptable 3**	**Inadequate 2**	**Unacceptable 1**	**Student Score**
Develops and evaluates conclusions from research	Formulates conclusions	Examines conclusions	Recognizes conclusions	Identifies some conclusions	Fails to draw conclusions	
Develops and evaluates logical arguments within research	Analyzes arguments	Categorizes arguments	Recognizes some arguments	Excludes some arguments	Sees no arguments	
Comprehends and applies research data	Synthesizes data	Carefully examines data	Evaluates data	Paraphrases data	Repeats data	
Locates and applies research	Provides substantial research	Includes abundant research	Includes adequate research	Includes little research	Omits research	

CRITICAL THINKING

General Education Objective No. 9 – Evaluate and Present Well-Reasoned Arguments

Levels of Achievement						
Criteria	**Excellent 5**	**Proficient 4**	**Acceptable 3**	**Inadequate 2**	**Unacceptable 1**	**Student Score**
Provides strong arguments	Argues succinctly	Argues clearly	Provides reasonable arguments	Misconstructs arguments	Omits arguments	
Identifies and presents issues	Thoroughly discusses issues	Categorizes issues	Identifies issues	Generates issues	Misrepresents issues	
Conclusions justified by arguments	Thoroughly justifies conclusions	Clearly justifies conclusions	Adequately justifies conclusions	Inadequately justifies conclusion	Provides no justification for conclusions	
Evaluates and utilizes information	Synthesizes information	Evaluates information	Incorporates information	Overlooks some information	Excludes information	

APPENDIX B

STUDENT LEARNING ASSESSMENT STANDARDIZED REPORT

STUDENT LEARNING ASSESSMENT
STANDARDIZED REPORT

Program Title_____

Reporting Period Semester:_____**Year:**_____

Short description of program very similar to that published in the catalog. May include mission and vision of program.

Program Objectives/Competencies:

Upon completion of the _____ (Certificate/Associate name as it appears in catalog) Program:

1. The student will be able to…
2. The student will be able to…
3. The student will be able to…
4. The student will be able to…
5. The student will be able to…

General Education Competencies:

Upon completion of the _____ (Certificate/Associate name as it appears in catalog) Program:

1. Students will read, write, listen and use verbal skills to organize and communicate information and ideas in personal and group settings (Communication).
2. Students will demonstrate mathematical principles and scientific reasoning by applying appropriate methods to the inquiry process (Quantitative and Scientific Reasoning).
3. Students will identify, evaluate and analyze evidence to guide decision making and communicate his/her beliefs clearly and accurately (Critical Thinking).

Overview:

Short overview statement of assessment efforts specific to the program. An example could be as follows:

The (program name) assessment plan is in its _____ year and is addressed via the Plan→Do→Study→Adjust Cycle that begins every fall term and follows one (program name) cohort from first term through graduation.

Program Objectives Assessment Plan:
Answers the who, what, where, when, how and to what extent as it relates to the implementation of the program objective-related assessment plan. A table format presentation (referred to as Curriculum Mapping) is suggested in that it can capture the "big picture" of the assessment plan and may look as follows:

PROGRAM OBJECTIVE	MEASUREMENT TOOLS	COURSES IN WHICH PROGRAM OBJECTIVES ARE PRESENTED AND/OR MEASURED.
Program objective #1 written out.	Bulleted list of specific measurement tools: • Written Exam • Practical Exam • Business Plan Remember, you should have at least 3 separate measures to evaluate whether or not the program objective has been accomplished (referred to at "**triangulation**").	Bulleted list of those courses that the measurement tools listed in the middle column are presented and/or measured: • DMT 151 • DMT 164 • DMT 274
Program objective #2 written out.		
Program objective #3 written out.		
Program objective #4 written out.		
Program objective #5 written out.		

Program Objective Results:

This section presents the raw data results of all those measurement tools identified above (in the second column). Again, it is suggested that this data be presented in table format. Each measurement tool result should have a very short introductory section. **Following are examples that you may want to consider:**

Measurement Tool: Written Exam*
Program Objective(s): 1, 3, and 4
Goal Results: 70% pass rate/75% cut score

Reporting Period	# of students attempting	# passing	% passing
2008-2009	9	6	67% (Mean=78%)
2007-2008	5	4	80% (Mean=82%)
2006-2007	7	5	71% (Mean=80%)

*Written exam is based on the [Diesel Mechanics Association (2005)] identified knowledge, skills and behaviors.

Measurement Tool: Practical Exam
Program Objective(s): 2, 3, and 5
Goal Results: 90% pass rate/80% cut score

Reporting Period	# of students attempting	# passing	% passing
2008-2009 • Electrical • Hydraulics • Heating and Air Conditioning	 5 5 5	 3 5 5	 60% (Mean=67%) 100%(Mean=77%) 100%(Mean=89%)
2007-2008 • Electrical • Hydraulics • Heating and Air Conditioning	 8 8 8	 5 7 8	 71%(Mean=69%) 88%(Mean=86%) 100%(Mean=87%)
2006-2007	DATA NOT AVAILABLE		

Measurement Tool: Business Plan
Program Objective(s): 4 and 5
Goal Results: 90% "Average" or "Above Average"**

Reporting Period (n)	Above Average	Average	Below Average	Poor
2008-2009 (n=6)	2 (33%)	3 (50%)	0	1 (16%)
2007-2008 (n=7)	2 (28%)	3 (43%)	2 (28%)	1(14%)

**Descriptive categories based on evaluation rubric.

General Education Competencies:

Upon completion of the _____ (Certificate/Associate name as it appears in catalog) Program:

1. Communication: Students will read, write, listen and use verbal skills to organize and communicate information and ideas in personal and group settings.
2. Quantitative and Scientific Reasoning: Students will demonstrate mathematical principles and scientific reasoning by applying appropriate methods to the inquiry process.
3. Critical Thinking: Students will identify, evaluate and analyze evidence to guide decision making and communicate his/her beliefs clearly and accurately.

General Education Competencies Assessment Plan:

Answers the who, what, where, when, how, and to what extent as it relates to the implementation of the general education competencies-related assessment plan. In other words, you need to repeat what you did for your program objectives for the general education competencies. A table format presentation (a.k.a. curriculum mapping) is again suggested in that it can capture the "big picture" of the assessment plan and may look as follows:

GENERAL EDUCATION COMPETENCIES	MEASUREMENT TOOLS	COURSES IN WHICH PROGRAM OBJECTIVES ARE PRESENTED AND/OR MEASURED.
Communication	College Rubric Program-Specific Rubric GEA	
Quantitative and Scientific Reasoning	College Rubric Program-Specific Rubric GEA	
Critical Thinking	College Rubric Program-Specific Rubric GEA	

General Education Competencies Results:

This section presents the rubric general education competencies results of all those measurement tools identified above (in the second column). Again, it is suggested that this data be presented in table format. Multiple measures are still required to adequately measure whether or not the general education competencies have been met. The same Mesalands Community College-created rubric can be used as the measurement tool each time the specific competency is evaluated (or you can modify the existing College rubric for your program as well as use the result from the GEA) (remember **triangulation**).

Each measurement tool result should have a very short introductory section. The following is an example that you may want to consider:

General Education Competency: Communication
Measurement Tool: College Rubric
Goal Results: 90% "Proficient" or "Excellent"

General Education Competency	5 Excellent	4 Proficient	3 Acceptable	2 Inadequate	1 Unacceptable
Present ideas orally according to standard usage.					
Provides an appropriate introduction and conclusion					
Provides main points that are documented, developed, clear and focused					
Provides appropriate handouts and audio-visual aids					
Speaks clearly and understandably using standard, edited English					

Presents ideas in writing.					
Provides content that is clearly focused and supported by the writer's understanding of the topic					
Uses appropriate grammar, syntax, usage, punctuation, and spelling					
Logically organizes and develops ideas in writing					
Demonstrates application of information technology.					
Demonstrates basic computer and operating system skills					
Performs core application tasks within computer software packages, such as Word, Power-Point, and Excel					
Uses a search engine to access, navigate, and evaluate information on the Internet					

General Education Competency: Quantitative and Scientific Reasoning
Measurement Tool: Program Specific Rubric
Goal Results: 70% "Proficient" or "Excellent"

General Education Competency	5 Excellent	4 Proficient	3 Acceptable	2 Inadequate	1 Unacceptable
Demonstrates mathematical principles.					
Identify relevant data by: a. extracting appropriate data from a problem containing extraneous data and/or b. identifying appropriate data in a word problem					

Select or develop representations appropriate to the problem which describe the data by: a. arranging the data into a table or spreadsheet and/or b. creating pictorial representations (bar graphs, pie charts, or rectangular coordinate graphs, etc.) with or without technological assistance, and/or c. selecting or setting up an equation					
Obtain and describe results by: a. obtaining correct mathematical results, with or without technological assistance, and b. ascribing correct units and measures to results which could include writing an appropriate sentence interpreting the result					
Draw inferences from data by: a. describing a trend indicated in a chart or graph, and making predictions based on that trend, and/or b. describing the important features of data presented in a table or spreadsheet, and making predictions based on that trend, and/or c. describing the important features of an equation or formula, and making predictions based on those features, and/or d. drawing qualitative conclusions about the original situation based on the quantitative results that were obtained					

Demonstrates scientific reasoning.					
Separation of observations (data) and interpretations					
Reasoning supported by using a variety of evidence					
Interpretation and analysis of results					
Distinguishes well supported from poorly supported scientific claims					
Apply scientific methods to the inquiry process.					
Problem is recognized and investigative question is formulated					
Reasonable, testable hypothesis is presented					
Prediction is formulated as logical consequence of the hypothesis					
Formulation of a conclusion					

General Education Competency: Critical Thinking
Measurement Tool: GEA
Goal Results: 80% “Proficient” or “Excellent”

General Education Competency	5 Excellent	4 Proficient	3 Acceptable	2 Inadequate	1 Unacceptable
Read and analyze complex ideas.					
Analyzes and questions data validity					
Does not allow bias to affect results					
Interpretation and analysis of results					
Distinguishes well supported from poorly supported scientific claims					
Locate, evaluate and apply research information.					
Develops and evaluates conclusions from research					
Develops and evaluates logical arguments within research					
Comprehends and applies research data					
Locates and applies research					

Evaluate and present well-reasoned arguments.					
Provides strong arguments					
Identifies and presents issues					
Conclusions justified by arguments					
Evaluates and utilizes information					

PDSA CYCLE RESULTS
(2007-2008)

Based on previous year. The following analyses are of both program objectives and general education competencies.

Analysis

Problem Area: Using hard data, this is where the lead instructor/program director identifies where a particular general education, program, or course objective was not successfully accomplished.
Goal: Specifically identify quantitatively the goal improvement over the course of the next PDSA cycle.
Action Plan: Indicate what specific changes will be made in the classroom to address the identified problem area and accomplish the stated goal.
Results: State how successful the implementation of the action plan was at addressing the problem area and accomplishing the stated goal.

PDSA CYCLE GOALS
(2008-2009)

Based on this year

Analysis

Problem Area: Using hard data, this is where the lead instructor/program director identifies where a particular general education, program, or course objective was not successfully accomplished.
Goal: Specifically identify quantitatively the goal improvement over the course of the next PDSA cycle.
Action Plan: Indicate what specific changes will be made in the classroom to address the identified problem area and accomplish the stated goal.
Results: This area would be left blank since the action plan identified above will be implemented during the future semester(s).

Program Objective/Competency Rubrics:

General Education Competency Rubrics: (if modified from MCC created rubric)

APPENDIX C

FACULTY OUTCOMES ASSESSMENT FORM

Print Form

Mesalands Community College
Faculty Outcomes Assessment
Narrative Reporting Form

Course Information

Instructor Name (Last, First): _____ _____ Semester: _____ Year: ____ Date: [ ]

Dept: ____ Number: ___ Section: ___ Credits: ___ Course Title: _____

Course Feedback

Please comment on any strategies you used in the course that improved student learning.

Please comment on anything that was not successful in meeting your learning objectives.

What changes to this course would you recommend for yourself or for another instructor to improve student learning the next time this course is offered?

APPENDIX D

Student Learning Assessment Evaluation Rubric

Mesalands Community College
Student Learning Assessment Evaluation Rubric

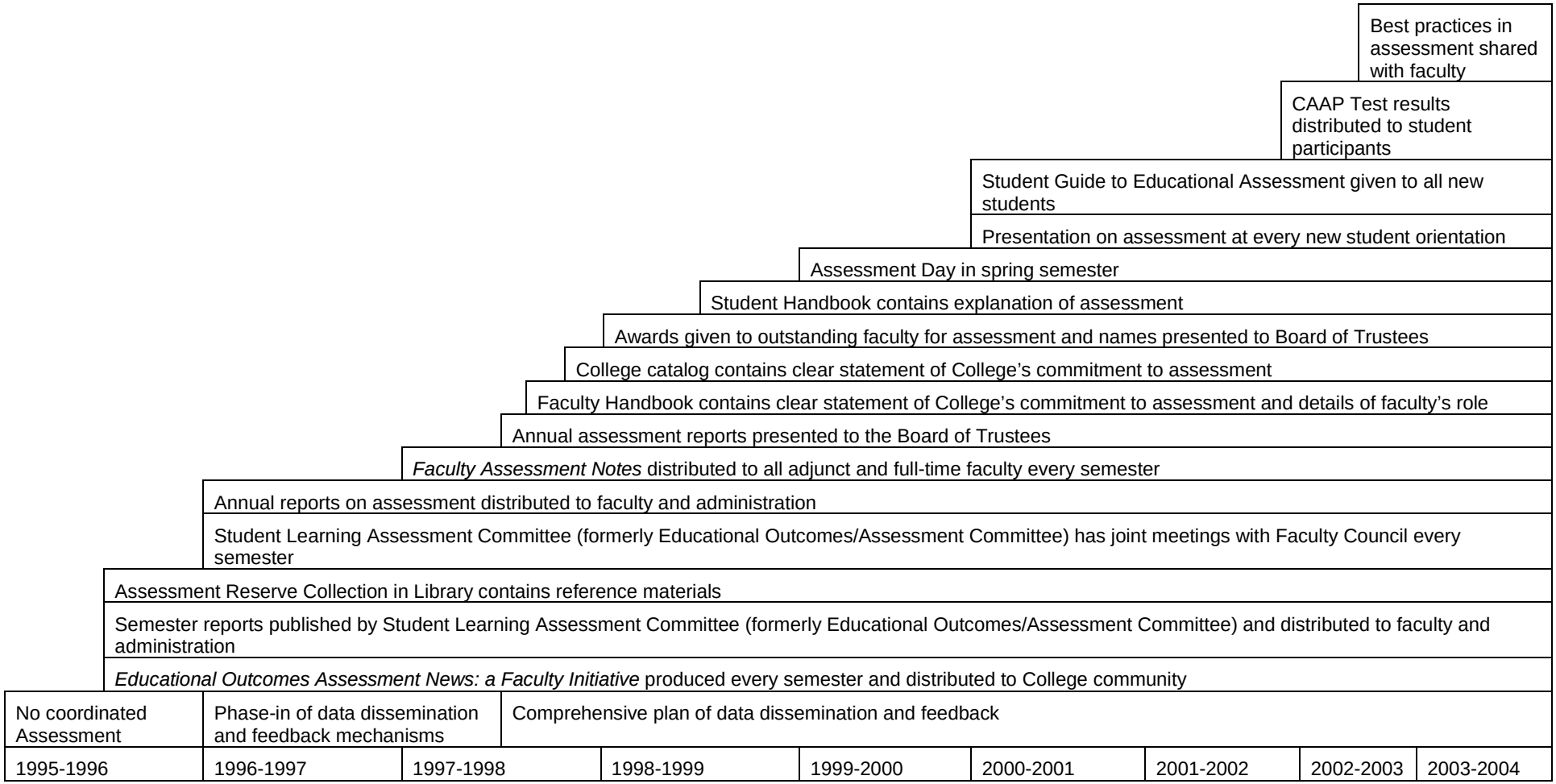
Evaluation Criteria	1	2	3	4	5
Measures Program Objectives	No program objectives measured.	1 or 2 program objectives measured.	3 program objectives measured.	4 program objectives measured.	All 5 program objectives measured.
Measures General Education Competency: Communication	No communication competencies measured.	1 to 4 of the communication criteria measured.	5 to 6 of the communication criteria measured.	7 to 9 of the communication criteria measured.	All 10 of the communication criteria measured.
Measures General Education Competency: Quantitative and Scientific Reasoning	No quantitative or scientific reasoning competencies measured.	1 to 5 of the quantitative and/or scientific reasoning criteria measured.	6 to 7 of the quantitative and/or scientific reasoning criteria measured.	8 to 11 of the quantitative and/or scientific reasoning criteria measured.	All 12 of the quantitative or scientific reasoning criteria measured.
Measures General Education Competency: Critical Thinking	No critical thinking competencies measured.	1 to 5 of the critical thinking criteria measured.	6 to 7 of the critical thinking criteria measured.	8 to 11 of the critical thinking criteria measured.	All 12 of the critical thinking criteria measured.
Uses Multiple Measures	No measures.	One measure.	Two measures.	Three measures.	More than 3 measures.
Uses Both Internal and External Sources	No data.		Uses either internal data or external data.		Uses both internal and external data.
Has Complete Data Summary	No data summary.	Tells what and when.	Tells who, what and when.	Tells how, who, what and when.	Tells how, who, what, when and why.
Changes to Curriculum Based on Data (Closes the Loop)	No changes made.	Changes made without data.	Changes made based on anecdotal data.	Changes made based on empirical data.	Changes made based on empirical data with follow-up plans to measure effects.

1= Poor
5 = Excellent

APPENDIX E

HISTORY OF DATA DISSEMINATION AND FEEDBACK LOOPS

EVOLUTION OF *DATA DISSEMINATION AND FEEDBACK LOOPS* AT MESALANDS COMMUNITY COLLEGE 1995-2004



APPENDIX F

TIMELINES FOR ASSESSMENT

Assessment Responsibilities of Individual Faculty for the 2010-2011 Academic Year

Date	Action
Fall 2010	
First week of fall semester (Week 1)	Submit, if necessary, course syllabi for classes being taught during this semester with new or revised measurable course objectives to the Chair of the Student Learning Assessment Committee
Week 2	Suggested date to carry out pre-test in all classes
Week 5	Suggested date to carry out first CAT in every course
Week 8	Suggested date to carry out second CAT in every course
Week 12	Suggested date to carry out third CAT in every course
Week 15	Suggested date to carry out post-test in all classes
During Finals week (Week 16)	Submit report on semester's classroom assessment to the Student Learning Assessment Committee
Spring 2011	
First week of spring semester (Week 1)	Submit, if necessary, course syllabi for classes being taught during this semester with new or revised measurable course objectives to the Chair of the Student Learning Assessment Committee
Week 2	Suggested date to carry out pre-test in all classes
Week 5	Suggested date to carry out first CAT in every course
Week 8	Suggested date to carry out second CAT in every course
Week 12	Suggested date to carry out third CAT in every course
Week 15	Suggested date to carry out post-test in all classes
During Finals week (Week 16)	Submit report on semester's classroom assessment to the Student Learning Assessment Committee

Summer 2011 Session I Courses (4 week session)

First week of summer I session (Week 1)	Submit, if necessary, course syllabi for classes being taught during this semester with new or revised measurable course objectives to the Chair of the Student Learning Assessment Committee
Week 2	Suggested date to carry out pre-test in all classes
Week 2	Suggested date to carry out first CAT in every course
Week 3	Suggested date to carry out second CAT in every course
Week 4	Suggested date to carry out third CAT in every course
Week 4	Suggested date to carry out post-test in all classes
Week 4	Submit report on semester's classroom assessment to the Student Learning Assessment Committee

Summer 2011 Session II Courses (8 week session)

First week of summer II session (Week 1)	Submit, if necessary, course syllabi for classes being taught during this semester with new or revised measurable course objectives to the Chair of the Student Learning Assessment Committee
Week 2	Suggested date to carry out pre-test in all classes
Week 3	Suggested date to carry out first CAT in every course
Week 5	Suggested date to carry out second CAT in every course
Week 7	Suggested date to carry out third CAT in every course
Week 8	Suggested date to carry out post-test in all classes
Week 8	Submit report on semester's classroom assessment to the Student Learning Assessment Committee

Summer 2011Session III Courses (4 week session)

First week of summer III session (Week 1)	Submit, if necessary, course syllabi for classes being taught during this semester with new or revised measurable course objectives to the Chair of the Student Learning Assessment Committee
Week 2	Suggested date to carry out pre-test in all classes
Week 2	Suggested date to carry out first CAT in every course
Week 3	Suggested date to carry out second CAT in every course
Week 4	Suggested date to carry out third CAT in every course
Week 4	Suggested date to carry out post-test in all classes
Week 4	Submit report on semester's classroom assessment to the Student Learning Assessment Committee

Assessment Responsibilities of Lead Instructors in Arts and Sciences/Applied Sciences Programs for the 2010-2011 Academic Year*

Date	Action

Fall 2010

First week of fall semester (Week 1)	Submit, if necessary, course syllabi for classes being taught during this academic cycle with new or revised measurable course objectives to the Chair of the Student Learning Assessment Committee
Week 1-15	Collect formative assessment data.
Week 16	Collect summative assessment data.

Spring 2011

Week 1-15	Collect formative assessment data.
Week 7 of spring semester	Submit revisions of measurable program objectives, if necessary, to the Student Learning Assessment Committee
Week 16	Collect summative assessment data.

Summer 2011

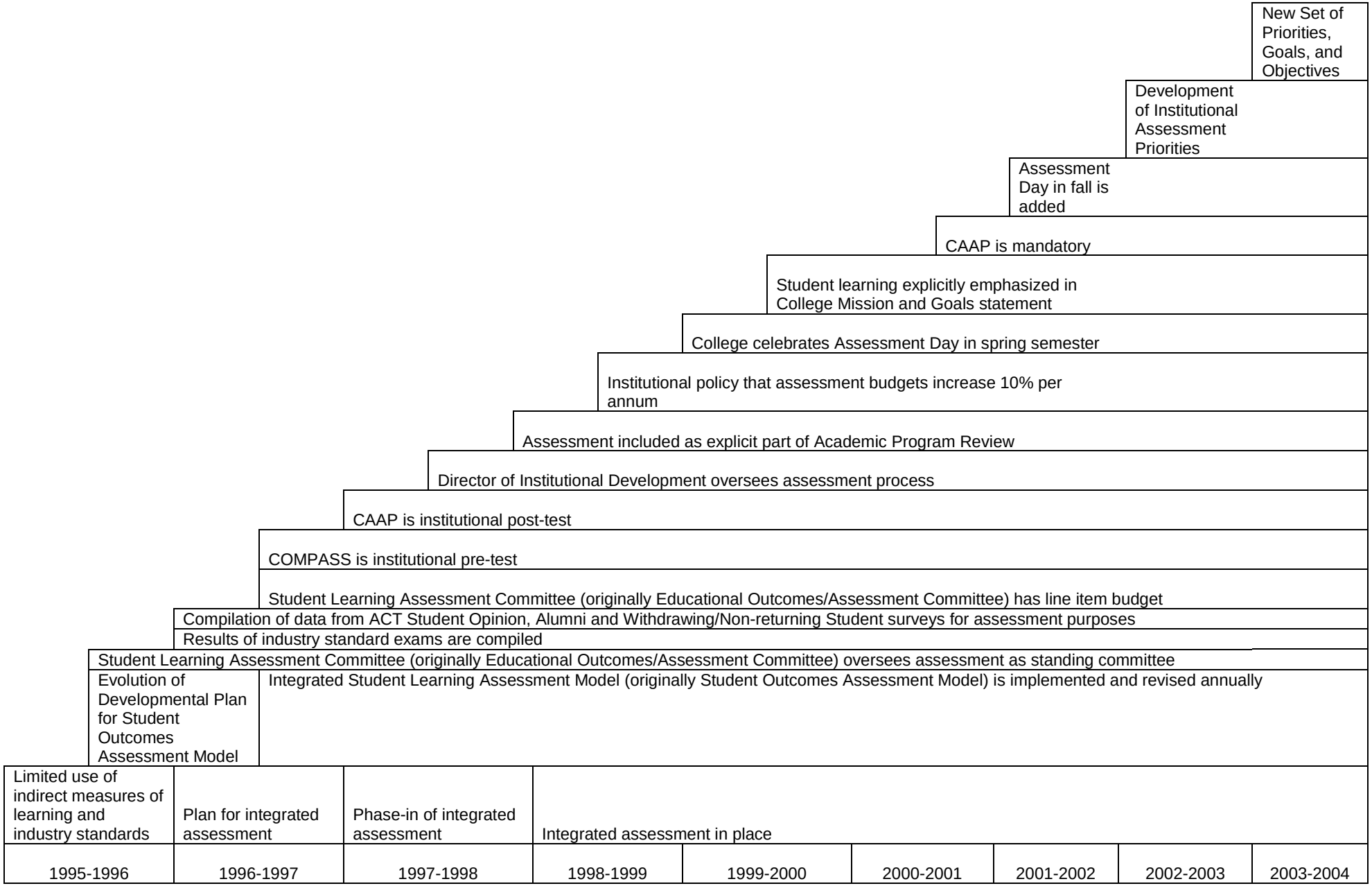
Week 1-4/1-8	Collect formative assessment data.
Week 4/8	Collect summative assessment data.

*Student Learning Assessment Program Reports for 2010-2011 academic cycle are due May, 2011.

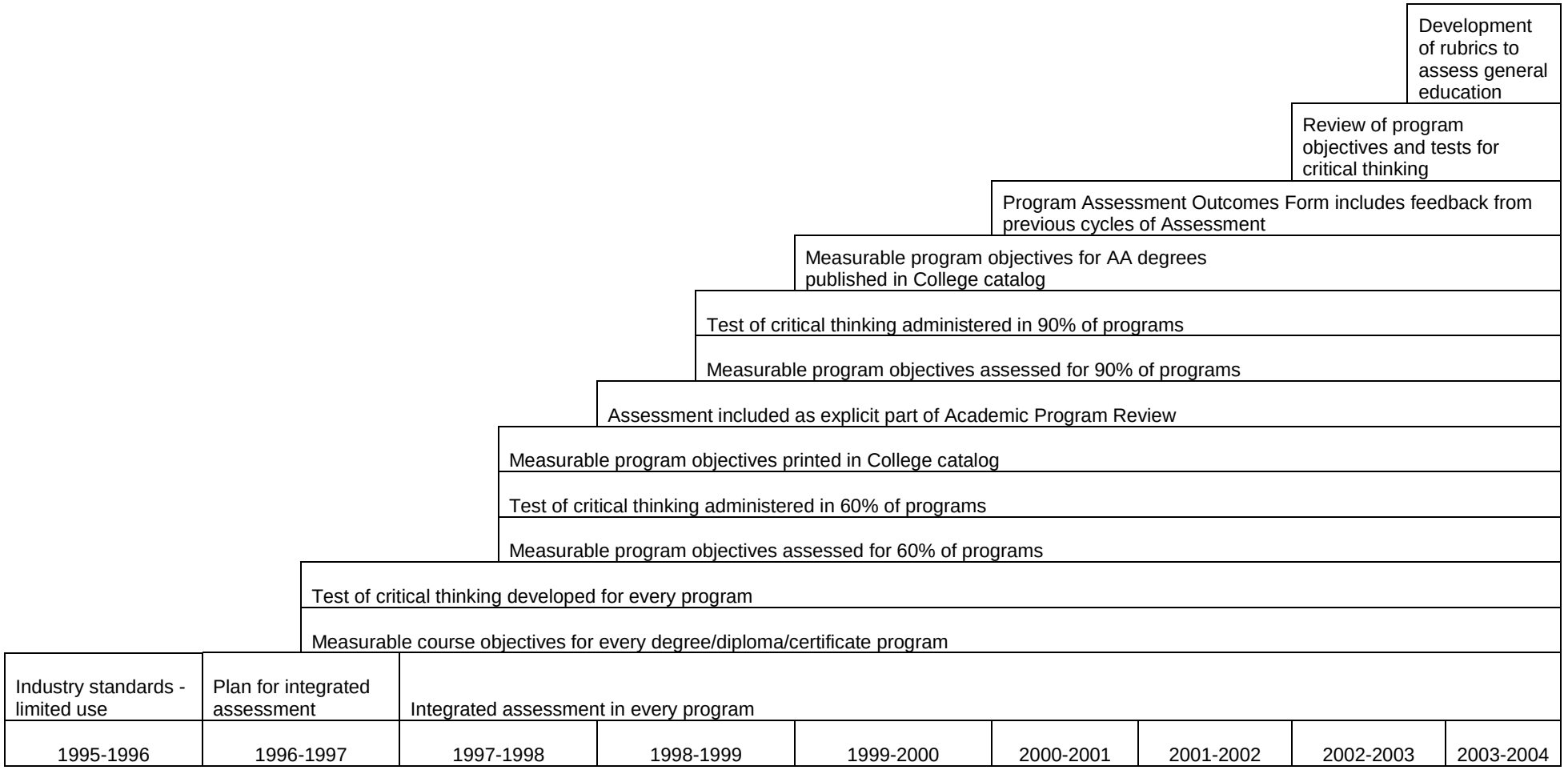
APPENDIX G

HISTORY OF ASSESSMENT

EVOLUTION OF *INSTITUTIONAL LEVEL ASSESSMENT* AT MESALANDS COMMUNITY COLLEGE 1995-2004



EVOLUTION OF *PROGRAM LEVEL ASSESSMENT* AT MESALANDS COMMUNITY COLLEGE 1995-2004



EVOLUTION OF *CLASSROOM LEVEL ASSESSMENT* AT MESALANDS COMMUNITY COLLEGE 1995-2004